DOCUMENT RESUME

ED 070 414 HE 003 656

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TITLE Proposal for a Department of Women's Studies at the University of Pennsylvania.
INSTITUTION Pennsylvania Univ., Philadelphia.
PUB DATE Apr 72
NOTE 35p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Curriculum Development; *Feminism; *Higher Education; Sex Discrimination; *Womens Education; *Womens Studies

ABSTRACT

Since November 1971 the Penn Women's Studies Planners at the University of Pennsylvania have surveyed women's studies programs at universities across the country, investigated resources within the University, and explored the needs and expectations that students would bring to courses about women. Based on this research, the Planners have presented this proposal that they consider to be the most advantageous women's studies program for the University of Pennsylvania. Within their proposal are discussions of women's studies within the University structure; proposed academic personnel for the program for 1973-74; governance and administration of the Department of Women's Studies; curriculum, research and graduate concerns; library facilities and materials that are available and needed; and possible outside funding for the creation of the Women's Studies Department. (HS)

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PROPOSAL FOR A DEPARTMENT OF WOMEN'S STUDIES

AT THE UNIVERSITY OF PENNSYLVANIA

Penn Women's Studies Planners
Bobbi Granger, Coordinator
April, 1972

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PREFACE

Penn Women's Studies Planners is a group of concerned students and faculty at the University of Pennsylvania. Since November, 19[illegible] we have surveyed women's studies programs at universities across the country, investigated resources within the University, and explored the needs and expectations which students would bring to courses about women. Based on this research, our proposal represents what we consider to be the most advantageous women's studies program for the University of Pennsylvania.

TABLE OF CONTENTS

	Page
Preface	ii
I. Purpose and Goals	1
II. Women's Studies with the University Structure	4
III. Academic Personnel for 1973-1974	5
IV. Governance of the Department of Women's Studies	6
V. Administration of the Department of Women's Studies	6
VI. Curriculum	6
VII. Research and Graduate Concerns	9
VIII. Development for the Department of Women's Studies	9
IX. Library Facilities and Materials	10
X. Outside Funding	10

Appendix A: Budget for the Department of Women's Studies for the Academic Year July 1, 1973 to June 30, 1974

Appendix B: Women's Studies Courses

Appendix C: Three Selected Course Outlines

Appendix D: Development Budget for the Department of Women's Studies for the Academic Year July 1, 1972 to June 30, 1973

Appendix E: Two Women's Studies Library Collections

I. PURPOSE AND GOALS

Women's studies is the scholarly investigation of the role of women, their contribution and experience, throughout history. A program of research and study about women can be of significance in three general areas:

Scholarship

The impact and focus of women's studies is the rediscovery and reinterpretation of women's culture. A critical examination of women's literary and artistic creations, of the life-styles of women in various cultures, and of their role in history, all reveal a particular, yet multi-faceted, perspective which scholars have only recently begun to explore in depth. The failure of scholars to recognize, research and articulate this female perspective has seriously distorted their endeavor to describe and interpret human experience.

An important approach to women's culture is the examination of women in the arts both as artists and as subjects. Woman's creativity has traditionally been assumed to be expressed in her biological function of childbearing, or in nurturing males, the 'true' artists. That women writers such as Mary Ann Evans (George Eliot) and the Bronte sisters found it necessary to assume male pseudonyms in order to have their work taken seriously, affirms the strength of these attitudes against which women artists still struggle. Traditionally, rather than fight against enormous odds in pursuing a literary career, many women have taken refuge in diaries, letters and journals to record the reality of the female experience. If students are to become aware of women's literary and artistic heritage, works of literary repute, as well as the creations of ordinary women in various historical periods, must be consciously examined along with the work of contemporary women in literature, music, dance, cinema, painting and sculpture.

Similarly, an examination of the roles of women as depicted in the literary and artistic creations of men can increase our understanding of the ways in which the arts reflect or criticize dominant social patterns and alert us to the existence and function of female archetypes -- mother, wife, sex object, etc. in various periods and various art forms.

Women's studies has typically been thought of in terms of the female experience as portrayed in literature, or in terms of women's economic, social and political history. While these remain important areas of concern for women's studies, we must expand our understanding of the field to include the behavioral and social sciences. The exploration of the changing role of women in the twentieth century Western society can have a great impact on the social sciences. Sociologists and psychologists recognize the centrality of the family and the relationships within it as a training ground through which individuals learn roles which they will play in the context of the larger society. But the family as an institution and the roles within it are neither static nor universal. As a result of technological, biological and demographic pressures, and of attendant changes in social values, the

Western family is undergoing a significant transformation. Because of women's increased life expectancy and reduced family size (demanded in large part by the needs of society as a whole) her traditional roles have become dysfunctional. New roles must emerge and a new socialization process be developed which will foster her greater autonomy and self-esteem. Indeed, many social scientists now feel that the need to limit the number of births poses a fundamental challenge not only to the traditional female role, but to the male role and even to our definition of the nuclear family as a heterosexual dyad concerned with conception and rearing of children. A number of scholars suggest that the Western family so defined will not survive the twentieth century.

The study of the family in transition, for which the contemporary era offers an excellent opportunity, may have considerable influence within a number of areas of inquiry. Changes in family relations, in the definition and socialization of gender roles, and in career and educational patterns are subjects of great interest to sociologists and demographers. Gender roles incorporate certain personality clusters which have long been defined as normal or healthy by psychologists and psychiatrists, and which have been seen as tied to the nature of the nuclear family. Changes in these roles offer scholars a unique opportunity to analyze the determinants of personality and for the medical researcher to investigate the areas of fertility control, health care delivery and genetic engineering. In these and related areas, the challenge facing the university is that of the objective examination of its own culture in process. Its ability to meet the challenge and its determined dedication of resources to the task are among the most significant measures of the degree to which it has freed itself from parochialism.

Within the biological sciences, women's studies includes scientific appraisal of the biological and medical literature on the physiological differences between human females and males and the biological substrates of sex-specific behavior. To what degree are our theories and "facts" in this area grounded in reliable scientific data, and to what degree do they reflect the cultural expectations of researchers? To answer this question, new research is needed in the behavioral correlates of female sex hormones, sex differences in infants, sexuality among animals, and other related topics. Undertaken in conjunction with research in the socialization processes affecting sex-specific behavior, and with a consciousness of the extent to which our data in these areas has been clouded by cultural preconceptions, such studies can play an important role in clarifying the relative influence of biological and cultural determinants in human behavior.

In these and other fields such as history, religion and anthropology, scholars concentrating on women's role and experience can make important contributions to our knowledge as well as enriching the undergraduate's educational experience. The establishment of a Women's Studies Department will create a specific focus and thus permit the drawing together of insights from diverse fields. Our understanding of woman's experience will be enlarged and traditional fields of scholarship broadened and enriched.

Educational Process

Women's studies classes can provide a particularly suitable context for the conscious examination by students and teachers of their experience within traditional, structured learning situations and stimulus for the development of new models. The typical reticence of women within the classroom is bound up with the behavior patterns expected of them in other areas of society. The conscious examination of social expectations helps free the individual to explore other modes of behavior which may provide alternative rewards. The conscious examination of sex role expectations may help free the woman student from anxiety and allow her to experiment with more assertive, confident behavior; the same examination may encourage male students to be more receptive to the ideas of others and less competitive in the classroom.

Critical investigation of gender role as a factor in social organization generally can give the student an intellectual perspective with which to examine other aspects of his or her social environment. Thus the role of the teacher can be evaluated in parallel terms: To what extent does the function of the teacher as head of the class validly reflect differences of knowledge and experience and serve to maintain the level of order necessary for the accomplishment of the class's goals? To what extent does it serve to reinforce patterns of conformity, submission, and repression of conflict which are destructive to the student as an individual and which undermine the possibility of questions being asked or answers being proposed which could have any impact on society?

Finally, the subject matter of women's studies courses satisfies one of the most fundamental deficiencies in women's education. The subject matter of most courses provides male students with models of thought and action which they will incorporate in the development of a firm self-concept and identification with an occupational role. However, the lack of presentation in the curriculum of female thinkers and historical figures has left women students impoverished in terms of such models, and this is undoubtedly a significant factor in their subsequent development.

The University

The creation of a Department of Women's Studies can have a considerable impact on the life of the university generally. A Women's Studies Department would bring more women scholars to the university. In addition to providing role models for women students, these women faculty would, as we have argued, help provide an often lacking perspective in the academic life of the university. Their courses would function as a catalyst for fuller consideration of women in all relevant departments and programs.

A Department of Women's Studies would attract quality women students to the University of Pennsylvania, as well as encouraging their fullest participation in the life of the University. Serious consideration by women students of their own history, culture and social role and increased cooperation with teachers in defining educational goals and process will produce more self-confident individuals and thus bring about fuller participation by women students in the life of the University. The process of examination

of social expectations and consideration of new roles must ultimately encourage more women to pursue scholarly, professional and other careers.

II. WOMEN'S STUDIES WITHIN THE UNIVERSITY STRUCTURE

On the basis of examination of the structure of the University, careful consideration of the Rieber, Kwoka-Reschovsky and University Council reports on Black Studies, and the Report of the Task Force on University Governance and on the basis of discussion with faculty and administrators familiar with many aspects of University governance, Penn Women's Studies Planners believes that a Department of Women's Studies is the structure most compatible with the goals of women's studies as outlined in Section I. The three reports on Black Studies offer quite complete discussions of the advantages and disadvantages for a new interdisciplinary field of departmental versus program status. We gave serious consideration to these two alternatives and will not repeat all the arguments for and against each alternative here. The primary consideration leading to our conclusions in favor of departmental status is the goal of developing a comprehensive and innovative program which can make substantial contributions to the field of women's studies and to scholarship as a whole. The development of such a comprehensive and coherent program requires a core faculty whose time is devoted to research and teaching in women's studies and who are preimarily concerned with the development of a strong curriculum. The hiring of such a faculty, whose work in women's studies as well as in their individual disciplines represents the highest academic quality, is best done by a Department of Women's Studies; the likelihood of a program director persuading departments under many other pressures and with other priorities to hire such personnel seems small. If scholars for a women's studies program were hired by other departments, their work in women's studies might be a negligible consideration in the granting or denial of tenure, and this situation would make it difficult for a women's studies program to maintain stability and develop over the long-term. Moreover such an arrangement for hiring would limit the ability of the University to compete with other institutions in attracting top-level scholars in women's studies. Finally, a Department of Women's Studies would have the resources to hire a well-rounded faculty representing strengths in a spectrum of fields central to the development of women's studies. A program dependent on the good-will of sympathetic departments for hiring would be likely to suffer from deficiencies in important areas.

The same considerations apply to curriculum. The development of a coherent pattern of course offerings, which are both representative of the field and responsive to the needs and interests of students, requires a reasonable degree of control over curriculum by scholars whose primary interest is in the field of women's studies. This cannot be achieved within a program arrangement where the women's studies curriculum would be dependent upon departments with tight budgets and other priorities. Furthermore, the development of interdisciplinary courses which would be the core of a women's studies curriculum would be facilitated by the departmental structure.

The funding of a program, which is dependent upon annual renewal, is unreliable. Responsibility for the survival and growth of a program often rests quite heavily on the shoulders of its director. A department, on the other hand, represents a commitment on the part of the whole University and

in particular on the part of a group of concerned scholars whose work is fully recognized and supported by the University.

It is our intention that the offerings by the Department of Women's Studies would be supplemented whenever possible by offerings in other departments, and we are aware of a number of scholars presently within the University who could teach courses in women's studies if their departments released them to do so. Such offerings are a vital part of a comprehensive program of women's studies, and would serve to encourage the increased consideration of women in all courses and departments. Such participation must, however, be in conjunction with a core faculty in a Department of Women's Studies if it is to contribute to a strong program consistent with the University's traditional academic excellence.

The Department of Women's Studies would offer a major in both the College of Arts and Sciences and the College of Liberal Arts for Women. The curriculum for the Department would be approved by the Instruction Committees of both colleges; however, the Department would be established under the administration of the College of Liberal Arts for Women.

A suggested budget for the Department of Women's Studies for the academic year 1973-1974 is described in Appendix A.

III. ACADEMIC PERSONNEL FOR 1973-1974

Penn Women's Studies Planners proposes the following provisions for academic personnel for the first year of operation of the Department of Women's Studies.

(1) To guarantee a solid academic base for the program, five (5) core faculty should be hired. Some of these faculty would be hired primarily on the basis of strength in research, others primarily on the basis of teaching ability.

(2) Two of the five faculty should be appointed as professors with tenure.

(3) The Departmental Development Committee (See Section VIII) should work with the University in identifying existing endowed chairs which might be filled by a scholar in women's studies, or in creating a new chair in women's studies. If no suitable chair is presently available, the development of funding for a teaching and program professorship, as described in President Meyerson's report "Directions for the University of Pennsylvania in the Mid-Seventies" might be appropriate.

(4) The Department of Women's Studies should be funded so as to pay one-third (1/3) salary to faculty in other departments for offering courses which supplement its own curriculum schedule

(5) The Department of Women's Studies should be adequately funded to hire Teaching Assistants according to the number of students enrolled in its courses.

(6) The University should commit itself to supporting steady growth of the Department of Women's Studies based on evaluation of its needs in the context of the total budgetary situation. We expect that normal expansion would entail the addition of a fully-affiliated faculty memeber on the average of one every other year for ten (10) years.

IV. GOVERNANCE OF THE DEPARTMENT OF WOMEN'S STUDIES

(1) Penn Women's Studies Planners anticipates that Department majors, faculty and staff will have the opportunity to participate in all committees of the Department (curriculum, tenure, etc.). Mechanisms for such representation, as well as for Departmental governance as a whole, will be formulated by the Departmental Development Committee and the new Department majors, faculty and staff.

(2) The Chairwoman of the Department of Women's Studies shall serve for a term of either three (3) or five (5) years, depending upon the decision of the Departmental Development Committee and the new Department majors, faculty and staff.

V. ADMINISTRATION OF THE DEPARTMENT OF WOMEN'S STUDIES

Administrative personnel and their duties within the functioning Department will be the same as in other departments of the University; the number of research assistants and secretaries allotted to the Department will reflect the number of students in Departmental courses, the number and size of grants within the Department, and so on. It is our hope that, whenever possible, work-study students will be chosen to work in the Department because of their interest in research and development in women's studies.

VI. CURRICULUM

The curriculum and major requirements of the Department of Women's Studies will, we anticipate, be developed and modified in detail by the Departmental Development Committee and the new Department majors, faculty and staff. We present here preliminary suggestions for a curriculum in Women's Studies.

Course Offerings and General Curriculum

(1) Introductory courses given as prerequisites for advanced work in the field should meet a range of student interests and needs. Therefore, we propose two types of introductory courses, one to be given in the first semester and one in the second semester of each year.

In the first semester the Department would offer a survey course in social history of women, concentrating primarily on the roles of women in various periods of modern western history and the development of the feminist movement in Europe and America, and drawing on the perspectives of a number of disciplines (history, sociology, psychology, economics, biology, literature, etc.). It was felt by students in discussing this course that it should be taught primarily by one professor or by a small team, rather than incorporating a number of guest lecturers as is done in similar courses at other

universities. The latter arrangement was felt to produce a fragmented and unsatisfactory learning experience.

In the second semester, the Department would offer several seminars at the introductory level. These seminars would give freshmen and sophomores the opportunity to concentrate on a significant well-defined topic in women's studies, and their enrollment would be limited to approximately fifteen (15) students. Emphasis would be on independent work, discussion, and student reports. Examples of topics for such seminars might be: 20th Century American Women Writers, Women in the Labor Force, Women in Mass Media, Women and Marxism, Women in Primitive Societies, Biology of Sex Hormones, Personality Theory and Sex Differences, etc.

(2) It is our hope that course offerings in the Department will be flexible so as to meet a wide range of student interests. Some courses should emphasize research and writing, or development of competence in the vocabularly and concepts of a particular field as it relates to women's studies; other should emphasize discussion and reflection on the student's own experience. We would encourage majors and students with a minor concentration in the Department to include both types of courses in their program.

(3) The course offerings of the Department should include a number of small seminars at the introductory, intermediate, and advanced levels so that majors and students with a minor concentration in Women's Studies have the opportunity to participate in several courses of this type.

(4) Credit should be given for field work in areas related to Women's Studies. Examples might be: involvement in women's political groups, working on a women's newspaper or magazine, helping in a daycare center, serving as a problem pregnancy counselor, tutoring in a women's prison. Approval for field work would be given by the Curriculum Committee of the Department

(5) Independent study should be encouraged by the Department. Sponsorship of independent study should be taken into account in assessing the teaching ability of a faculty member. Approval for independent study would be given by the Curriculum Committee of the Department.

(6) The Department should whenever possible cross-list its courses with other departments in the University.

(7) The curriculum and the list of courses acceptable for the major should include courses in women's studies offered by other departments whenever possible.

(8) The Department should make a particular effort to cooperate with the College of General Studies in offering courses at night and with the Continuing Education Program in encouraging women from the community to take courses in the Department.

(9) In the hiring of core faculty, certain fields central to the development of women's studies should be given priority. These priorities would be reviewed and perhaps modified by the Department's Personnel Search

Committee in light of the availability and quality of faculty in specific fields, and on the basis of the further assessment of the academic strengths necessary to the development of a strong program. The fields which we suggest as priorities are history, sociology, anthropology, psychology, economics, English literature, biology and demography. (See Appendix B for course lists and Appendix C for selected course descriptions.)

Requirements for the Major

The proposal for requirements for the major ~~are~~ subject to revision by the Departmental Development Committee and the new Department majors, faculty and staff. Penn Women's Studies Planners suggests a major in Women's Studies as follows:

(1) All requirements for the major in the College for Liberal Arts and Sciences and the College of Liberal Arts for Women must be fulfilled.

(2) At least 12 courses shall be required for the major. The major may consist of 9 courses in the Department of Women's Studies and 3 courses in a field of concentration outside the Department, or of 8 courses in the Department of Women's Studies and 4 courses in a field of concentration.

(3) All majors shall take one (1) of the introductory courses described in Section (1) of Course Offerings and General Curriculum (p. 6).

(4) Majors shall take six (6) courses within one discipline (i.e., sociology, history, psychology) with at least three (3) within another department and at least two (2) within the Department of Women's Studies. Such a program enables the student to develop a coherent perspective and vocabulary from which to approach the study of women.

(5) Majors shall take at least two (2) seminars in the Department above the introductory level.

(6) A major project, thesis or seminar worth two (2) course units shall be completed in the junior or senior year.

(7) A single course may be used to fulfill more than one requirement for the major (i.e., a women's studies seminar beyond the introductory level in the field of concentration would contribute to the completion of both requirements (4) and (5) above).

(8) The student shall be free to complete the major requirements beyond the above qualifications with any other offerings in the Department of Women's Studies.

A student may design a major program in deviation from these requirements. Such a major would be approved by the Departmental Curriculum Committee and the Individualized Major Committee.

Other Departmental Activities

Funding of the Department of Women's Studies should include provision for special events such as guest lecturers and symposia, films and other educational aids.

VII. RESEARCH AND GRADUATE CONCERNS

Although the proposed Department of Women's Studies is primarily an undergraduate department, the needs of graduate students interested in women's studies must also be recognized. In this light, it will be a goal of the hiring policies of the Department of Women's Studies to develop a group of well-trained and interested scholars capable of stimulating the supervising graduate level research on topics related to women in the various academic disciplines.

In order to encourage more efficient scholarship, the Department of Women's Studies will promote increased contact among all persons on campus interested in research concerning women. It will be the responsibility of the Chairwoman to see that a list is compiled of all research on women being undertaken by members of the University community and that the list is published and made available to all interested parties. In order to further foster interchange of ideas and sharing of insights and information, the Department of Women's Studies will sponsor regular meetings of persons in all academic disciplines who are engaged in research on women and women's problems.

Because of the longstanding neglect of women as a subject of serious unbiased study, research must be regarded as an integral part of the Department of Women's Studies. Many attitudes regarding women are based on information of questionable validity and on incomplete knowledge of history and culture. In order that the position of women in society can be reassessed on the basis of fact rather than myth, and in order to support a curriculum that reflects the University's traditional academic excellence, it is imperative that research on women be undertaken in all relevant academic disciplines and that such research be conducted in the most efficient and coordinated manner. With this end in view, the Chairwoman, in addition to facilitating University-wide cooperation in research on women, shall place particular emphasis on the obtaining of research grants by members of the faculty.

Among the charges to the Departmental Development Committee should be the consideration of the eventual formation of a research center and a graduate program in Women's Studies.

VIII. DEVELOPMENT FOR THE DEPARTMENT OF WOMEN'S STUDIES

Development of the Department of Women's Studies must begin in the summer of 1972 in order to insure the recruitment of the highest quality faculty and the creation of a comprehensive and coherent program for the academic year 1973-1974.

Departmental Development Committee

Penn Women's Studies Planners proposes the following structure for the Development Committee: three (3) students and three (3) faculty shall be chosen by Penn Women's Studies Planners from among its members; the administration shall appoint two (2) representatives. The eight (8) committee members will hire an Acting Director and an Assistant to the Acting Director. The Acting Director, if chosen from among the faculty already at the University, shall be given one half(1/2) released time during the academic year. If the Acting Director is recruited from outside the University, arrangements can be made for her to teach in the department of her specialization (1/2 time) during the academic year 1972-1973. The Acting Director shall become a fully-affiliated member of the Department of Women's Studies beginning the academic year 1973-1974.

Recruitment of faculty will be carried on by a subcommittee on personnel through advertising of positions with professional caucuses and associations and in professional journals. Applicants will be judged by the Departmental Development Committee and at least three (3) women from the applicant's specific field, including members of the Development Committee. If women from the field are not available at the University, they can be called in from other universities on a consulting basis to judge the applicant's work.

Job descriptions and qualifications for the Acting Director, her staff and budget may be found in Appendix D.

IX. LIBRARY FACILITIES AND MATERIALS

So that materials on women will be increasingly incorporated within courses in all departments, Penn Women's Studies Planners recommends that the library collection in women's studies should be placed within the main library rather than in a separate Departmental library. To facilitate the development of a collection which will support the most thorough research in the field, we request the funding of a half-time librarian beginning in the academic year 1972-1973 to survey the materials presently available and to correct deficiencies and catalogue the new materials. Funding for a special collection in women's studies might be solicited by the Departmental Development Committee with the cooperation of the University. (For descriptions of collections at Smith and Radcliffe Colleges, see Appendix E.)

In order that materials will be readily available to students in Women's Studies courses, and to encourage communication among students of Women's Studies outside the classroom, we request a seminar room for the Department in which bound volumes of periodicals and materials relating to courses being offered during each term would be placed.

X. OUTSIDE FUNDING

We anticipate that the Departmental Development Committee with the help of the University's Development Office will seek funding from foundations, government agencies, and alumnae to support research projects, additional faculty, and programs. A base for such funding must, however, be provided by financial commitment to the core Department from within the University.

APPENDIX A

Budget for the Department of Women's Studies for the Academic Year July 1, 1973 to June 30, 1974.

I SALARY

A-2	1 Full Professor (Chairwoman)	$18,000	
	1 Associate Professor	14,000	
	3 Assistant Professors	30,000	
	3 Teaching Assistants	7,500	
A-1	Director	2,500	
	Assistant Director	10,500	
A-3	Administrative Assistant	7,300	
	Secretary II	5,800	
A-4		1,000	
	Subtotal I		~~$106,600~~ 96,600

II CURRENT EXPENSE

Stationery and Office Supplies	3,500	
Printing and Duplicating	2,000	
Supplies for Instruction	3,000	
Supplies for Research	500	
Miscellaneous Supplies	1,000	
Communications	2,400	
Local Meetings	300	
Domestic Travel	3,000	
Local Travel	100	
Repairs to Equipment	250	
Dues and Subscriptions	500	
Entertainment	500	
Computer Services	500	
Fellowship and Scholarship	6,100	
Tuition for Teaching Assistants	9,150	
Honoraria	1,350	
Other Miscellaneous	1,000	
Subtotal II		$35,150

III EQUIPMENT

(1) Office Furniture

8 Faculty desks and chairs	2,500
2 Secretarial desks and chairs	600
10 File cabinets	1,000
4 Tables and 24 chairs	1,350
Student Lounge (couch and 3 chairs)	1,000
Shelving for offices	1,500
	$7,950

(2) Office Machinery

3 Dictating Machines	600
1 Copy Machine	1,350
2 Typewriters	1,000
1 Mimeograph	800
1 Calculator	400
Phone System Installation	500
	$4,650

(3) Miscellaneous Office Supplies

2 Bulletin Boards	75
1 Coat Rack	50
1 Supply Cabinet	50
10 Chalk Boards	150
15 Wastebaskets	45
12 In-Out Trays	50
	$420

Subtotal III	$13,020
TOTAL BUDGET	$154,770

APPENDIX B

Women's Studies Courses

I. Selected Courses from Other Universities

The following women's studies and closely related courses were chosen from the more extensive list in Female Studies III (see Bibliography):

Anthropology
- Women in Cross-Cultural Perspective
- Biological and Cultural Bases of Role Behavior
- Women in Non-Western Societies

Art
- Woman as Artist
- Image of Women in 19th and 20th Century Art

Biology
- Biology and Society

Economics
- Women in the Economy
- Economics of Race, Sex, and Age Discrimination
- Women in the Labor Force
- Woman and the Welfare System

English
- Feminist Themes in Literature
- Women's Poetry
- Linguistic Behavior of Male and Female
- Women by Women
- Heroines in British and American Literature
- Women and Autobiography
- Coming of Age
- Literature of Women's Liberation
- The Educated Woman in Literature
- Women Writers and the Feminine Mystique
- Women in Literature from Ovid to Mailer
- American Women Poets
- Female Archetypes
- Women in American Literature
- Woman as Hero: Virginia Woolfe
- Men and Women in 19th Century Literature
- Colonial American Literature:the Captivity Theme
- Beginnings: Love and Allegory in Medieval Literature
- 20th Century Women Writers
- Women's Fiction: British

French
- Mme. de Stael to Simone de Beauvoire
- Feminism in 19th and 20th Century French Literature
- La Femme dans la France Contemporaire
- Images of Women in French Literature

History
- Position of Women in the Middle Ages
- History of Women in the U.S.
- Women in America: Autobiographies, Diaries, Letters
- History of Women in the Late Roman Empire and the Middle Ages
- History of European Women
- Women in Victorian England
- The Family in History
- History of the American Family
- Women in American Politics and Social Movements
- Idea of Women in Western Intellectual Tradition
- Through the Eyes of Women: Perspectives on Britain and America
- History of Women's Movements in U.S. and England: 19th and 20th Centuries
- Working Class Women
- Social Change in Ideological American History: Women
- The Gilded Age: Women in 19th Century America
- Research Seminar in Historiography of Women
- Women's Legal History in the United States
- Biographical Studies in History: American Women

Philosophy
- Philosophy of Sex and Love
- Ethics of Women's Liberation
- The Idea of Women in Philosophy

Psychology
- Psychology of Women
- Psychological Aspects of Pregnancy and Infant Development
- Evaluation of Female Personality
- Psychology of Sex Roles
- Sex Differences
- Toward a Feminist Psychology
- Sex Differences in Learning and Motivation

Political Science
- Seminar in Political Behavior: Women's Liberation
- The Political Woman in America
- Politics of Health
- Women in Socialist Countries
- Comparative Politics of Male-Female Relations and Modernization
- Women and Power in the Contemporary World
- Patriarchal Politics
- Radical Critique of U.S. Political Economy: Women

APPENDIX B

Religion
- Women's Revolution and Theological Development
- Women's Liberation and the Chruch
- Sexuality and the Sacred

Sociology
- Evolving Sex Roles and Social Change
- Feminine Construction of Reality
- Family and Kinship
- Sociology of Deviant Worlds: Homosexuality
- Child-rearing and Socialization of Children
- Male Sex Roles
- Sociology of the Female Labor Force
- Social Inequalities
- Feminine Identity
- Sociology of the Women's Movement
- Life Styles of Educated Women
- Women's Image in the Mass Media
- Achievement and Women
- Cultural Change Theory: Women
- Age and Sex Differences

Interdisciplinary and Experimental Courses
- Women: An Introduction to their Physiology, Sociology, History, and Culture
- Cross-Cultural and Literary Perspectives on Women
- Female and Male: An Interdisciplinary Approach
- Education and Status of Women
- Women and Social Policy
- Philosophical and Psychological Aspects of Women's Roles
- Women as a Minority Group
- Exploring the New Feminism
- Self-Actualization of Women
- Introduction to Values Clarification
- Women and Their Bodies
- Evolution of the Female Personality
- Emerging Life-Styles of Women and Men
- Educational and Vocational Implications of Bio-Social Sex Differences
- Pre-teen Attutudes Toward Men and Women
- From Eve to Mary (Fine Arts)
- Sexism and the Humanities
- Changing World of Black Women
- La Chicana
- La Raza Woman
- Women's Theatre
- The Gay Woman

Misc.
Women in Hispanic Literature
Roman Women
Images of Women in German Literature
Feminine Roles in French and Russian Literature
Women, Sex, and Love in Greece and Rome
History of Women in Theatre
Women and the Law

II. Courses Presently or Formerly Offered at the University of Pennsylvania

City Planning 801a - The Role of Women in Society
English 114 - Literature and Human Values: Women in America
English 275 - Readings in the Novel: Women Novelists
English 300 - Conference Course in English and American Literature: The Woman in American Literature
English 764 - Seminar in Modern Fiction: 20th Century Women Novelists
History 122 - Women in American Society
History 576 - The American Family in Historical Perspective
Sociology 31, Part III: Sociology of Women
Law School - Women's Rights

III. Courses suggested by University of Pennsylvania Faculty, in response to a questionnaire from Penn Women's Studies Planners

Biological Sciences
Biology, Physiology, and Biochemistry of Sex Differences
Ecosystem Ananysis: Biological Productivity

Literature
English Women Writers, 1640-1800: A Phase of Intellectual History
American Women Writers
Images of Women in American Literature
The Literature of Women's Liberation
16th and 17th Century French Women Writers
Women in Chinese Literature
Women Novelists and Poets in Japan, 10th Century to the Present

Philosophy
Nature of Sexism and Chauvinism in Interpersonal Relations

Religion
- Role(s) of Women in Ancient Judaism and Early Christianity

Social Sciences
- Men, Women, and Agression
- The Image of Women in Contemporary Popular Culture and the Mass Media
- The Role of Women in Social Welfare and Social Reform Movements in the U.S.
- Aspects of Division of Labor in Families; Sex Roles
- Environmental Effects on Sexual Differences in Behavior
- Psychoanalytical-Historical Study of Empress Eugenie, Queen Victoria, Catherine the Great, or Others

Professional
- Women and the Law of Domicile
- Divorce Across State Lines in a Mobile Society
- Women in the Medical Professions

Interdisciplinary
- Women in Academe
- Women in Literature and Psychology

APPENDIX C

Three Selected Course Outlines

(1) WOMEN IN THE ECONOMIC & DEMOGRAPHIC PERSPECTIVE

The primary purpose of this course is to present students with a basic knowledge of evidence relating to the economic and demographic position of women. Emphasis will be on the historical and current indicators of the status of women in order that future sociological and psychological analysis may take place on the basis of these empirical foundations.

1. Introduction.

Indicators of the position of women. How does one measure the position of women? Do currently used indicators accurately represent the situation of women in society? Focus will be on the American woman. (Abbott L. Ferriss Indicators of Trends in the Status of American Women)

2. Early demographic history of the present industrialized countries.

Changes in mortality and the life expectancy of women. Changes in infant mortality. Changes in maternal mortality. (E. A. Wrigley Population and History; G. J. Stolnitz "A Century of International Mortality Trends" Population Studies, IX, No. 1, July, 1955)

Marriage and family patterns in historical perspective. The patriarchal system. Rates of marriage, household formation and age at marriage. (Evelyne Sullerot Women, Society and Change, Chapter 1; Etienne Van der Walle "Marriage and Marital Fertility" Deadalus, Spring 1968; J. Hajnal "European Marriage Patterns in Perspective" In Glass and Eversley Population in History.)

A history of fertility. Changes in fertility rates. The timing of fertility in the life cycle. History of contraceptive practice. (A. J. Coale "Fertility in Historical Analysis." In S. J. Behrman Fertility and Family Planning: A World View.)

3. Present demographic situation and recent trends.

Mortality. (A. Ferriss Indicators of Trends in the Status of American Women, Chapters 12,13.)

Marriage and family. Age at marriage. The marriage squeeze. Types of households and families. (Paul C. Glick "The Life Cycle of the Family" Marriage and Family Living, XVII, No. 1, February 1955.

Fertility. Fertility rates and the measurement of fertility. Age of mothers and the timing of fertility. Attitudes toward childbearing. Contraception.
(Westoff and Westoff From Now to Zero: Fertility, Contraception and Abortion in America.)

4. Economic history of the present developed countries.

Women in pre-industrial economies. Peasant economies. Women on the frontier. Pre industrial manufactures.

Women in industrializing and urbanizing economies. The effect of the pressures of the industrial revolution on the traditional economic role of the woman.
(Neil Smelser "Social Change in the Industrial Revolution" Journal of Social History, Vol. 1.)

Women in advanced industrialized economies.
(Edith Abbott Women and Industry; Robert Smuts Women and Work in Society.)

5. Present economic situation and recent trends in modern industrialized economies.

Occupational Structure and education. Wages and wage differential. Employment, unemployment and underemployment.
(Juanita Kreps Sex in the Marketplace: American Women at Work; Valerie K. Opperheimer The Female Labor Force in the U.S.: Demographic and Economic Factors Governing Its Growth and Changing Composition.)

6. Demographic and economic interrelations.

Family structure and the labor force. Morbidity and mortality and their effect on working life.

7. Comparison: The position of women in free market and command economies.

(Norton T. Dodge Women in the Soviet Economy; Donald R. Brown The Role and Status of Women in the Soviet Union; Lotta Lennon "Women in the USSR" Problems of Communism, XX, 1970; J. Berent "Some demographic Aspects of Female Employment in Eastern Europe and the USSR" International Labor Review, Vol. 101(2), February 1970.

8. Comparison: The position of women in developed and underdeveloped economies.

(Esther Boserup Women's Role in Economic Development; U.N. Commission on the Status of Women. Participation of Women in the Economic and Social Development of Their Countries, 1970.)

9. Implications for future trends and policy.

Why has the women's movement come forward at this stage of economic and demographic development? How can/will the women's movement effect the economic and demographic determinants and consequences of the future? Discussion of government policy, daycare, education.

Suggested general text: Evelyne Sullerot Women, Society and Change.

Gretchen Condran - Ph.D. candidate, Graduate Group in Demography and Research Assistant to Professor Richard A. Easterlin.

Elyce Rotella - Ph.D. candidate, Graduate Group in Economic History.

APPENDIX C

(2) BIOLOGY OF WOMEN

A course for men and women who have no special training in biology

I. Introduction. Hereditary material and chromosomes

II. Genetic aspects.

A. Chromosomal determination of sex

B. Chromosomal syndromes

C. Sex-linked and sex-limited inheritance

III. Development of female genital tract and the origin of egg cells

IV. Gross anatomy of the female sex system

A. Genital tract

B. Accessory sex organs and tissues

C. Endocrine glands associated with A and B

V. Endocrinology

A. Hormones

1. Cells of origin

2. Target cells

3. Circulation

4. Controls

B. Sexual maturation of females

1. Menstruation

2. Pregnancy

3. The orgasm

4. Maturation of egg cells and early embryos

VI. Behavioral aspects peculiar to women: hereditary vs. cultural

VII. Behavior of female animals other than humans

VIII. Social animals: position of females in the group

Dr. Eileen Gersh - Research Associate Professor of Anatomy and Animal Biology.
Dr. Isador Gersh - Research Professor of Anatomy and Animal Biology.

(3) THE VICTORIAN WOMAN: HER MOTHERS AND DAUGHTERS

Secor
English 300
Fall, 1972

This course will be a socio-literary study of the Victorian woman and the Victorian fictional heroine. The focus will be primarily on English women, with some attention given to their sisters in America and the Empire.

There exists a fine body of secondary material on this subject. We shall use primarily Thomson's Victorian Heroine, Duncan Crow's Victorian Woman, Mew's Frail Vessels, and Tillotson's Novels of the Eighteen-Forties. Watt's Victorian Novel and Stevick's Theory of the Novel can be used to supplement these.

The question of feminism during this period will be considered in the context of the writings of Wollstonecraft, Fuller, the Mills, and Wolfe.

The novels to be studied in class will be drawn from the following depending on the interests and previous reading of seminar members: Pamela, Evelina, Mansfield Park, Emma, Villette, Jane Eyre, Vanity Fair, Mary Barton, Bleak House, Mill on the Floss, Middlemarch, The Egoist, Diana of the Crossways, Jude the Obscure, Tess of the d'Urbervilles, The Odd Women, The Old Wives' Tale, Howards End, The Rainbow, and To the Lighthouse.

This is to be a discussion seminar and requires regular attendance. Periodically students will be responsible for presentations on the novels. These will consist of clarifying the questions we should ask of the novel under consideration, and will not involve a formal paper. Each student will be further responsible for a term project--not necessarily a formal paper-- which will be read (or examined) and evaluated by the other members of the seminar. The final exam will be an individual hour oral given by me covering the student's work for the semester.

APPENDIX D

Development Budget for the Department of Women's Studies for the Academic Year July 1, 1972 to June 30, 1973

Salaries

Director[1] (A-2) 50% for 9 mo., 100% 2 summer mo.	$10,833
Assistant Director[2] (A-1)	10,000
Secretary II (A-3)	6,000
Subtotal	$26,833

Expenses

Office Supplies	$1,200
Printing and Duplicating	2,000
Research Supplies	1,000
Communications	2,200
Local Meetings	200
Domestic Travel	3,500
Publicity	300
Dues and Subscriptions	150
Entertainment	300
Honoraria	1,350
Other Miscellaneous	1,000
Subtotal	$13,200
TOTAL DEVELOPMENT BUDGET	$40,033

1 Job Description: The Acting Director will be responsible for the administration of the following tasks:

Communication with pertinent University committees and administrative offices
Research of program curriculum and format at other colleges and universities
Survey of present University resources as to course offerings
Development of new courses
Faculty recruitment for program (new and University)
Student advising for individualized majors

Qualifications: Ph.D. and an established interest in women's studies.

2
Job Description: The Assistant Director will help initiate, develop and coordinate the above responsibilities of the Acting Director.

Qualifications: B.A. and at least one year of related work experience.

APPENDIX E

THE ARTHUR AND ELIZABETH SCHLESINGER LIBRARY ON THE HISTORY OF WOMEN IN AMERICA, CAMBRIDGE, MASS.

by Ann Douglas Wood

In 1943 Maud Wood Park, a noted suffragist, gave to Radcliffe College a collection of 1,167 folders of papers, pamphlets and books relating to the women's rights movement in America. In the subsequent decade under the care of two historians, Wilbur K. Jordan, then president of Radcliffe, and Arthur Schlesinger, who in 1922 had criticized historians' assumption that "one half of our population have been negligible factors in our country's history," the collection was greatly expanded and established as an independent research resource.

Today the Schlesinger Library offers one of the largest collections in the world of source material on the history of American women from 1800 to the present. The contents of the collection include over 10,000 volumes, some 200 major collections of papers of individual American women, 31 archives of important women's organizations, 200 small personal collections and the records of 18 small organizations. Furthermore, the Library has a fine collection of paintings and photographs of eminent American women (the famous portraits of Harriet Beecher Stowe and Lucy Stone deserve special notice) as well as a number of posters and placards from every phase of the women's suffrage movement in America.

Compared to any other library, the Schlesinger Library appears strong in virtually every phase of American women's history. Nonetheless, Janet W. James, former director of the archives, wrote in 1969 that the dominant theme of the collection was "woman's part in the American concern for social justice," and this by and large holds true. The Library is especially strong on women in the areas of labor, medicine, social organizations, and every kind of reform movement. It has deliberately chosen to limit itself in the field of the arts, and possesses no major collection of papers by a literary woman unless, as in the case of Harriet Beecher Stowe, or Lydia Maria Child, she was also involved in reform activities. It holds autobiographies and biographies of many important women writers and of many insignificant ones, but owns only a few of the works of any given writer.

The collection can be divided into eight categories, each of which consists of books, both primary and secondary, magazines and newspapers, and manuscripts. It should be emphasized that in each category I am listing only works and collections that seem to be of special interest and by no means covering all the Library's holdings.

1. Suffrage and Women's Rights: This comprises books and papers on every phase of the movement. Probably the most important unpublished material is found in the Charlotte Perkins Gilman papers, recently acquired by the Library from Mrs. Gilman's only daughter. This huge collection, which will probably be catalogued and open to the public in the late spring of 1972, consists of personal letters, diaries and unpublished MSS. The Dillon Collection of some 24 cartons of material containing part of the papers of Anna Howard Shaw and Carrie Chapman Catt, organizers of the later suffrage movement, is also extremely

valuable. Furthermore, large portions of the papers of suffragists Susan B. Anthony, Lucy Stone and Doris Stevens (Jailed for Freedom) are also here. The Library has complete copies of most of the famous women's rights journals and newspapers including Elizabeth Cady Stanton's The Revolution, Lucy Stone's Woman's Journal, Amelia Bloomer's The Lily, Charlotte Perkins Gilman's The Forerunner, and the National Woman's Party's organ, Equal Rights. Collections of women's political organizations, most notably the League of Women Voters of Massachusetts, are also represented in strength.

2. Social Reform and the Professions: Papers and books on nineteenth century social movements, like abolitionism, are particularly strong. The Alma Lutz Collection offers some of the papers of Marie Weston Chapman (abolitionist) and Prudence Crandall (early school teacher of blacks). The Beecher Papers, one of the Library's larger holdings, include the papers of Harriet Beecher Stowe and of many members of her family. The Loring Papers offer contemporary accounts of abolitionism and transcendentalism and have many letters by Lydia Maria Child. The Caroline Dall Papers include accounts of Margaret Fuller's Conversations. In the area of social work, the Library has the papers of Ethel Sturges Dummer of Chicago, active on many social fronts, the papers of Jane Addams on microfilm, a series of letters to and from Dorothea Dix, prison and asylum reformer, the complete papers of Miriam Van Waters, Superintendent at the women's prison in Framingham, Massachusetts, which include many interesting letters to her from prisoners. The papers of numerous settlement houses, most notably the North Bennet Street Industrial School, Denison House, and Rutland Corner House, are also here. The book collection of the Library in the area of women's education is excellent, and papers in this field include those of individual reformers like Catharine Esther Beecher and Elizabeth Agassiz, who founded Radcliffe, and the records of the Association of Collegiate Alumnae, founded in 1882. The topic of women and religion is represented by many books on feminine ministers, missionaries, and religious activists as well as by a large collection of the papers of Olympia Brown and Antoinette Brown Blackwell, two of the first women ministers.

3. Labor Organizations: Another very strong area. The Library holds the complete papers of Leonora O'Reilly, radical organizer for the Women's Trade Union League, of Frieda Miller, an Industrial Commissioner in New York, and of Esther Peterson, recently a Consumer Official under Johnson. From an earlier period, the Library's most valuable holdings are probably the Harriet H. Robinson papers and the Lucy Larcom letters. Both of these women were operators in the early days of the Lowell factories and contributors to the Lowell Offering. Periodicals include among others Life and Labor, the organ of the Women's Trade Union League.

4. Medicine: The Library's holdings here are sufficiently extensive to warrant a separate category. There are numerous old marriage manuals and books covering every aspect of women and medicine. MS collections include the complete papers of Mary Putnam Jacobi, an early woman doctor, large portions of the papers of Elizabeth Blackwell and her sister Emily, and the papers of more recent doctors, most notably Alice Hamilton, who specialized in industrial poisoning, and Martha Eliot (once Chief of the Children's Bureau). Recently the Library has acquired the papers of the Lydia E. Pinkham Medicine Company (this does not include her own personal papers), and is presently cataloguing them.

5. Art and Literature: As already mentioned, this is the Library's weakest area, but it does hold the papers of two well-known American nineteenth-century actesses, Clara Morris and Charlotte Cushman, as well as a major collection of an American artist, Harriet Hosmer, a nineteenth-century sculptress. Published biographical material and secondary sources in the area, however, are well represented.

6. Work at Home and in Volunteer Associations: The Library has an extensive collection of cookbooks, and is currently receiving the papers of Julia Child and M. F. K. Fisher. Etiquette books also constitute a major holding, and many of the best know women's magazines (Godey's Lady's Book [almost complete through 1870], Ladies' Home Journal, Woman's Day, and more recently Vogue, Mademoiselle, Photoplay and True Romance) are here. Numerous books on motherhood, the home, and child care can be found here also. There are extensive collections of the papers of various women's clubs, perhaps most notably Julia Ward Howe's Saturday Morning Club and the League of Women for Community Service, Boston's oldest black women's club. The papers of Abby W. May, pioneer in the woman's club movement, are here. Papers of the League of Women Voters (National, Massachusetts, and certain locals), the Consumers League, and most recently N.O.W. can also be found here.

7. Daily Life: This includes primarily unpublished material, letters and diaries, by unknown as well as famous women. 260 volumes of Dana Family diaries (1829-1937) record the daily life of the women of this family. The Hugh Cabot Family Collection like the Poor Family Collection also offers valuable accounts of social life in New England during the nineteenth and twentieth centuries. The Hooker Collection consists of 300 miscellaneous letters by nineteenth-century American women. Of special interest are two memoirs by black women, Claudia W. Harreld and Julia H. Smith, and the diary of Daisy H. Davies with a minute account of her experience during the depression.

8. Women's Liberation Today: The Library is collecting published material of every description, including underground newspapers and pamphlets, as well as television scripts from relevant programs. Betty Friedan has donated her papers (including extensive correspondence about The Feminine Mystique), which the Library is now in the process of cataloguing.

To do work in the Library is easy, pleasant, and inspirational. Working conditions are extremely good: typewriters are provided, the air-conditioning usually works, and the chairs are comfortable. The Library is open 9-4 Monday through Friday and anyone may use its resources free of charge. All the books are on open stacks, while the magazines and MS material must be specially called for. Nothing may be taken from the Library, but the researcher is allowed to take a desk and keep all the needed materials on it for an indefinite period. Research is facilitated in every possible way. Relevant books on women owned by the Harvard Libraries but not by the Schlesinger Library are cross-listed, all the most recent books on women are kept in a special place, and the organization of the books by subject (for example, women in education, or women nurses) means that it is possible to use the shelves as offering a rough bibliography on any given topic. The four principal staff members are not only well-informed on many aspects of the collection and the history it represents, but are friendly

and helpful in the extreme. Ms. Jeannette Cheek, the director, is an expert in the field of women and labor, and takes part in shaping new directions in women's history. Ms. Elizabeth O. Shenton, Ms. Cheek's assistant, answers numerous written requests for information and photocopying among other things. Ms. Barbara Haber, Curator of Printed Books, has worked in current women's programs and makes a special point of telling visiting researchers what other scholars are doing in the same area. Ms. Diane Dorsey, Curator of MSS, is responsible for the meticulous cataloguing of new MSS. Through the presence of these four women as well as the company of other women scholars using the Library, the Schlesinger Library has the atmosphere of a community of women. The researcher who works there not only learns about American women, but feels united with them.

Princeton University

THE SOPHIA SMITH COLLECTION
SMITH COLLEGE LIBRARY, NORTHAMPTON, MASSACHUSETTS 01060

"The Sophia Smith Collection, named in honor of the founder of Smith College, was established in 1942 as a special project of the Friends of the Smith College Library. It is today a major research facility containing thousands of books, manuscripts, pamphlets, miscellanea, and periodicals that relate to women's social and intellectual history.... While the Sophia Smith Collection contains primary and secondary sources that document the history of the world's women throughout several centuries, its principal holdings date from 1865.

Preservation of collections and continued acquisition of pertinent sources are constant concerns of the staff...

Since many collections are unrestricted, they are readily accessible to adult visitors. No material circulates, but during regular weekday hours researchers may examine sources in carrels located near open stacks. Whenever possible, the staff attempts to answer, by mail, a limited number of research requests.

Miss Sophia Smith believed that well-educated women could help to reform the evils of society and that 'as teachers, as writers, as mothers, as members of society, their power for good would be incalculably enlarged.' The research collection that bears her name contains conclusive evidence of women's activities and accomplishments throughout history."

From the Introduction to the Catalog of the Sophia Smith Collection, edited by Mary-Elizabeth Murdock, Director, and the staff. The following information is based on the same catalog.

Holdings

I. Manuscript Collections

1. Family papers

Brewster Family Papers, 1883-1927. Sisters teaching in Northampton.
Bush-Brown Family Papers, 1835-1969. Sculptors, painters.
Garrison Family Papers, 1830 to date. "Largest single collection of personal papers contains thousands of letters and other primary sources (1838 to date) that document family's continual involvement through several generations in politics, business, art, literature, religion, education, and nearly every major U.S. 19th and 20th century reform." Correspondents include Susan B. Anthony, Lucy Stone, Lucretia Mott, and Elizabeth Cady Stanton.
Grant Family Papers, 1795-1883. Farmers, teachers, bankers, businessmen.
Hale Family Papers, 1780 to date. Ca. 105 boxes of materials including MSS., diaries, letters. Major figures are Lucretia Peabody Hale (1820-1900), Edward Everett Hale (1822-1909), and Susan Hale (1833-1910), as well as other members of the Hale and Everett families.

Hudson Family Papers, 1805-1880.
Hunt Family Papers, ca. 1841-1903. Suffrage activities.
Peabody Family Papers, 1804-1894. "'Cultivated' 19th century Salem-Boston ladies."
Pearce Family Papers, 1880-1962. Teachers, librarians, educational missionaries in Near East.
Upton Family Papers, 1876-1937. Professional and academic women.
Wead Family Papers. Civil War.

2. Suffragists

Blanche A. Ames; Susan B. Anthony; Vera Beggs; Lillie D. Blake; Carrie Chapman Catt; Ethel Eyre Dreier; Isabel Howland; Rhoda E. McCulloch; Josephine Schain; Caroline Severance; Florence Tuttle; Alice Wright.

3. Women and medicine

Clara Barton; Louise Bryant; Connie Guion; Ruth Hemenway; Margaret Long; Mabel Mendenhall; New England Hospital (pioneer hospital for women and children, est. 1863, Boston, and staffed by women M.D.'s); Beatrice Powers; Florence Sabin; Alice Tallant; Emma Walker; Emma Ward.

4. Women and the arts

Marian Anderson; Josephine Bacon (writer); Mary Beard; Ernestine Carey (writer); Kate Clark (writer); Nancy Cushman (sculptor, writer); Agnes de Mille; Sophie H. Drinker (musicologist); Frances Huntingdon (writer of children's books); Martha Lamb (writer, editor); Eva LeGallienne; Abby Merchant (playwright); Clara Morris (actress); Sara Payson Parton ("Fanny Fern," writer); Risë Stevens.

5. Women and social reform

Jane Addams; Dorothy Brush (birth control); Madeleine Doty (child welfare); Emma Goldman; Mary C. Jarrett (mental hygiene); Ellen Richards (home economics); Florence Rose (birth control); Margaret Sanger (191 boxes of original MSS., letters, and printed sources); Vida Scudder (settlement houses); Ellen Starr (co-founder of Hull House); Ida Tarbell.

II. Subject Collections

Birth control; civil liberties; education; humanities; peace; professions; missionary work; suffrage; anti-suffrage; women in industry; women's liberation; women's rights.

III. Periodicals

Over one hundred American and foreign periodicals dealing with "the social and intellectual history of the world's women" are represented in the collection.

APPENDIX E

OTHER SPECIAL COLLECTIONS ON WOMEN IN AMERICAN LIBRARIES[1]

Scripps College Library
Claremont, California 91711
Librarian: Ms. Sybil M. Fielder

Macpherson Collection contains "books by and about significant women. There are four main fields of emphasis: Woman Suffrage; History of Domestic Employment; Women in the Westward Movement; and Women in the Humanist Tradition." Special interest in Women "Firsts" in California.

Northwestern University Library
Evanston, Illinois 60201
Librarian: Ms. Roxanna Seifer

Extensive collection of women's liberation literature, including current pamphlets, posters, magazines, newspapers, and newsletters published in the United States, England, and Australia.

University of Kansas Library
Lawrence, Kansas 66044

Gerritsen Collection of "La Femme et la Feminisme." About 4,000 volumes; strong only in late 19th and early 20th century materials.

Boston Public Library
Copley Square
Boston, Massachusetts 02117
Librarian: James Lawton, Curator of Manuscripts

"The Galatea Collection," assembled by Thomas Wentworth Higginson, and relating to women's place in history, and the suffrage movement. About 5,000 volumes; a few manuscripts. Emphasis is literary; collection includes material on education, the professions, religion, domestic employment. Catalog published in 1898.

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[1] Although this is not a comprehensive listing of holdings on women, we offer it as a beginning. The bulk of the information in these listings is based on Subject Collections, 3rd edition, compiled by Lee Ash and Denis Lorenz, New York and London: R. R. Bowker Company, 1967, and used by permission of R. R. Bowker (a Xerox Company), 1180 Avenue of the Americas, New York, New York 10036. Postpaid price $23.50 net. The 4th edition of Subject Collections will be available in 1972.

Additional information has been compiled through discussion, correspondence, and publications. We would like to acknowledge the help of Laura X, Women's History Research Library; the Boston Public Library; Roxanna Seifer, Northwestern University Library; Scripps College Library; Zion Memorial Library; and the Barnard Women's Center.

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